

CORSO CLIL IPRASE 2017-2018



CLIL Module/Lesson Plan

Title: The Economic Systems

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School	Liceo Rosmini - Rovereto		
School Grade			High <input checked="" type="checkbox"/>
School Year		3 <input checked="" type="checkbox"/>	
Subject:	Topic: THE ECONOMIC SYSTEMS		
CLIL language	English <input checked="" type="checkbox"/>		

Personal and social-cultural preconditions of all people involved	<p>The group of students is well integrated, despite the current class results from the merger of two different classes that last year attended the same scholastic address. The pupils seem to have established a good relationship between them. In general, they are attentive, curious, involved and well motivated during the lessons. Facing the discipline for the first time this year, their “technical/specific” vocabulary is still basic and rather limited both in Italian and in English language; therefore it needs to be improved.</p> <p>Furthermore, not all students are well informed on socio-economic and current issues.</p> <p>Their widespread interest, however, makes them well disposed towards the topic.</p>
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Students’ prior knowledge, skills, competencies	Subject	Language
	Students already know the definition of economic science, its objectives and its importance in today's society. They have already learned who the economic subjects are, the specific role of each of them and the relationships that bind them.	The students of the class are quite familiar with the "basic" English terminology of economic science, particularly with that typical of the economic policy; in that context they are also able to distinguish between similar terms and <i>false friends</i> (when translating from Italian into English).

Timetable fit	<input checked="" type="checkbox"/> Module	Module length: 5 to 6 lessons of 50 minutes each (including the work at home).
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<p>Description of teaching and learning strategies</p>	<p>Different methodological approaches are used to address the topic, such as:</p> <ul style="list-style-type: none"> ✓ watching two videos (at home) in order to: <ul style="list-style-type: none"> - associate images with specific terms and - listen to the correct pronunciation of new terms in order to memorize them. <p>This preliminary work has to be done at home: by the mean of a <i>flipped classroom strategy</i> the teacher assigns at home the vision of two short videos that introduce the new topic (which is going to be addressed later in the class);</p> ✓ teacher’s explanation in the class aimed at focusing the attention of the students on the key points of the lesson and on the critical aspects of the topic, as well as offering some points to reflect on; ✓ activity of association between terms and meanings that involves students both individually and in groups in order to allow or facilitate the assimilation of the topic and to fix in memory the technical terminology. <p>During this “<i>task based learning</i>” phase students are also asked to complete a controlled practice stage, where they may have to give some definitions and repeat target items through choral and individual drilling, fill gaps or match halves of sentences. These types of exercises require students to remember previous knowledge using the language correctly (<i>lower order thinking</i>), and help them to become more comfortable with it. At the same time, students start to become more familiar with new words (<i>vocabulary</i>) and concepts (<i>higher order thinking</i>);</p> ✓ <i>case or problem-based learning and group task</i>: a work will be assigned to the students divided in small mixed ability groups in order to implement the knowledge of the new concepts by the mean of the study of a concrete socio-economic case/problem (in a precise context) to solve. The work requires students to collaborate (<i>cooperative learning</i> and <i>peer instructions</i>) and talk together to gather information, process it, synthesize it in a final product (power-point or poster) that finally has to be presented it to the class. <p>This type of activity requires both the use of BICS language (in particular within each group) and the CALP language (during the presentation phase). Moreover, the project based learning approach (PBL) will allow students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question (problem, or challenge);</p> ✓ students will also be provided with in-depth and summary materials (an economic article taken from a specialized magazine, cards and conceptual summary tables prepared by the teacher); ✓ students themselves will have to read/study an handout provided by the teacher and look for other additional sources, materials and documents on the Internet (useful to build up their final product).
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Overall Module Plan

<p>Unit 1</p> <p>Economic Systems</p> <p>Unit length: 6 lessons of 50 minutes each.</p>	<p>Lesson 1 – work at home (with previous instructions) Refreshing concepts about economics and introduction of new concepts</p> <hr/> <p>Lessons 2 and 3 Economic systems: definitions and differences</p> <hr/> <p>Lessons 4 and 5 Economic systems in practice: from theory to real cases</p> <hr/> <p>Lesson 6 Testing and evaluation</p>
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CLIL Lesson Plan

Unit number: 1	Lesson number: 1	Title: REFRESHING CONCEPTS ABOUT ECONOMICS AND INTRODUCING NEW CONCEPTS
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials*	Assessment
<p>ACTIVITY AT HOME:</p> <p>-Watching two videos about the 4 economic systems traditional, collectivism, capitalism, mixed</p> <p>-Refreshing previous knowledge about economics, economic goals and subjects, their roles and their relations</p> <p>-Introducing some new concepts</p>	<p>About 40 mins</p>	<p>KNOWLEDGE <i>Recalling or recognition of previous knowledge about economic scopes, subjects and relations between them.</i></p> <p><i>Warm up activity.</i></p> <p>COMPREHENSION <i>Listen, translate, extrapolate and retrieve previous knowledge in order to understand new economic concepts.</i></p> <p>APPLICATION <i>Classify each economic system using appropriate keywords.</i></p>	<p><i>Flipped classroom</i></p> <p>during the previous lesson the teacher anticipated the topic to be addressed in the incoming module and assigned a preliminary work to be done at home by students autonomously (individually or in small groups).</p> <p><i>Task assigned:</i> watching two very short videos that summarize the definition of different types of economic systems. Their vision is aimed at suggesting some points to reflect and discuss on.</p> <p>Students have also:</p> <ul style="list-style-type: none"> - to write down some keywords and/or sentences for each economic system. Their meaning will be discussed together during the next lesson in class. <p>SCOPE: -recalling some known concepts, -identifying / reconstructing new concepts using CALP.</p>	<p><i>Skills</i></p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"> L S R W </div> <p style="margin-left: 20px;">only if students decide to work together</p> <p><i>Key vocabulary:</i> economy, limited resources, scarcity, needs, goods, economic subjects, relationships, goals, choices. Economic systems: traditional, collectivism, capitalism, mixed.</p> <p><i>Communicative structures:</i> Pupils are <u>invited</u>:</p> <p>a) ... to think about:</p> <ul style="list-style-type: none"> - how the behavior of economic subjects is conditioned by their expectations/aims, and -remind terminological differences and “false friends” words used when talking about this issue; <p>b) to answer to questions such us:</p> <ul style="list-style-type: none"> - “<i>Could you remind what is « ... » (eg. scarcity, economic needs, resources, goals, costs/benefits and the associated issues)?;</i> - “<i>Can you tell about the role of different economic subjects regarding them (eg.: households, producers, government)?</i>” - “<i>Can you remember the use of certain words in English and Italian to define precise concepts?</i>” 	<p>Work to be done at home individually or in small groups, following the teacher's instructions.</p> <p>Cooperative and peer work would encourage interaction (hence the BIC language) and a preliminary discussion on the topic.</p>	<ul style="list-style-type: none"> • Two videos (recommended by the teacher and to be watched at home) that summarize the definition of the economic systems. <p><i>(see WebLink: Handout-Lesson_1)</i></p>	<ul style="list-style-type: none"> • listening, reading and writing ability. <p>The videos are means useful:</p> <ul style="list-style-type: none"> - to remind concepts already known - to introduce new concepts. <p>HOW: students will have to write in their notebook the new terms heard in the videos, grouping/ classifying them into four groups related to the 4 economic systems.</p>

Unit number: 1	Lesson number: 2 and 3	Title: ECONOMIC SYSTEMS : DEFINITION AND DIFFERENCES
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Activities	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials*	Assessment				
<p>ACTIVITY IN THE CLASS</p> <p>Define, Recognize/ Distinguish the four economic systems (traditional, command, market and mixed economy):</p> <p>In theory and ...</p> <p>↓</p> <p>•</p> <p>•</p> <p>•</p>	<p>About 100 mins</p> <p>The duration of the lesson may vary depending on how long the reading and the discussion of the article will last</p>	<p>KNOWLEDGE <i>Activation of previous knowledge about economic concepts; revisit content vocabulary.</i></p> <p>COMPREHENSION <i>Discuss about the situations illustrated in the video/article.</i></p> <p>APPLICATION <i>Select the key words/sentences useful to classify the economic systems.</i></p>	<p><i>Mixed frontal/participated lesson:</i></p> <ul style="list-style-type: none"> Referring to the video watched at home, now in the class, the teacher will explain the 4 types of economic systems, specifying that, while facing the same economic questions, each society answers in different ways that determine its type of economic system. In addition, an <i>economic article</i> will be distributed and read aloud to the class. Students will be invited to highlight the salient phrases. Key words/sentences divided in four columns (one for each economic system) and suggested by the students will be written on the blackboard and discussed together. This phase could be anticipated by a preliminary one, where students divided into groups will have to agree on which keywords/sentences to put in the column assigned to their group (identifying an economic system). This group work could lead to a first evaluation. The teacher will correct the students' statements and supplement their analysis and observations about the video and the article. Some definitions and lexical clarifications will be given. 	<p><i>Skills</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><i>Key vocabulary:</i> economy, limited resources, scarcity, needs, goods, economic subjects, relationships, goals, choices. Economic systems: traditional, collectivism, capitalism, mixed.</p> <p><i>Communicative structures:</i> Students are asked:</p> <ul style="list-style-type: none"> to participate to the lesson interacting each other and to give their contribution to analyze and summarize the video and the article. 	L	S	R	W	<p>Students have to discuss and agree on the classification of a series of words (matching them with the right economic system).</p>	<p>The teacher will distribute to students:</p> <ul style="list-style-type: none"> an handout showing a chart that summarizes features, advantages and disadvantages of different economic systems an economic article (taken from an economic newspaper). <p>Students are invited to pay attention to the behaviors of all the various economic actors in the four economic systems.</p> <p><i>see:</i> <i>Handout-Lessons 2 and 3</i></p>	<ul style="list-style-type: none"> Listening and discussing ability to remember and summarize concepts, keywords and sentences, possibly drawing a mind map on the blackboard. <p>Oral/written assessment:</p> <ul style="list-style-type: none"> choral and individual drilling: students will be asked to provide "spot" answers (definitions/ interpretations) of what they have seen, read and written at home. <i>Eg.:</i> <i>"Who/what is; who does what; when; why?.. in the four different economic systems."</i> <p>The answers will have to be appropriately inserted in the empty table drawn on a paper sheet distributed to students. Finally, students will be given the same table rightly completed by the teacher.</p>
L	S	R	W								

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials*	Assessment				
<p style="text-align: center;">↓</p> <p style="text-align: center;">... in practice</p> <p>Recognize the TYPE of economic system (Traditional Command, Market and Mixed economy)</p> <p>currently occurring in a certain State/ country</p> <p style="text-align: center;">~~~~~</p> <p>Play role</p> <p style="text-align: center;">~~~~~</p> <p>Presentation</p>	<p>about 100 mins</p> <p>The duration of this unit depends on the way in which each group works. The teacher will move among the groups and monitor the reactions and dynamics within the groups. Depending on the interest and accuracy of each group while performing the task, the teacher will evaluate the opportunity to allow additional time.</p>	<p><i>COMPREHENSION</i> <i>Remember and reproduce what learned in the previous lesson.</i></p> <p><i>APPLICATION and ANALYSIS</i> <i>Search and select information/data about the country to solve the task.</i></p> <p><i>SYNTESIS</i> <i>Reorganize and highlight information in a end product (poster, power point) in order to expose the obtained results to the class.</i></p> <p><i>EVALUATION</i> <i>Infer/conclude (guess) the nature of the economic system represented by each group.</i></p>	<p style="text-align: center;"><i>Task based learning:</i></p> <p>Students, divided into 4/5 small mixed-ability groups, will work in the computer classroom. Each of them will be assigned the name of a State/country (written on a card) and a possible problem it has to face (eg. GDP fall during the financial economic crisis of 2008-'11). Each group will have first to identify which economic system is in force in that country and then find out the way to solve the problem, using the typical tools characterizing that economic system. The final choice must be adequately motivated and supported by empirical evidence to be searched on the Internet (data, documents, videos, reports, images, articles or short essays concerning economic - social events regarding the country). The teacher will give some useful Web sites instructions).</p> <p>The results have to be organized, synthesized in a poster or in a power point and presented to the class. →scaffold language and learning process.</p> <p>(!) ROLE PLAY INSTRUCTIONS: When they present the economic features of their State, each group will not reveal its identity neither the type of economic system which it is based on. Only the distinctive traits of the system, as well as the <i>pro</i> and <i>contra</i> of its economic strategies can be explained. The rest of the class will have to guess/ recognize the type of economic system and the State it belongs to.</p>	<p><i>Skills</i></p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><i>Key vocabulary:</i> Traditional, Command, Mixed and Market economy.</p> <p><i>Communicative structures:</i> In groups, the students have to collect information and/or data and evaluate those that are relevant to the problem solutions (task). They have to answer questions such as:</p> <p style="text-align: center;"><u>Group of actors</u> “What data/information is suitable for describing the economic system of the country you have to represent?”</p> <p style="text-align: center;"><u>Rest of the class</u> “The report presented by each group of classmate speakers is compatible with “which” type of economic system? Why?”</p>	L	S	R	W	<ul style="list-style-type: none"> ○ Work in group in order to discuss about: - what information is useful to solve the assigned task - how to draw up the final document / presentation ○ Individual and/or group work to recognize the type of economic system represented by the other groups of classmates (Each learner asks some questions to other learners who are acting the role of an economic system). 	<ul style="list-style-type: none"> • Different type of material to be searched and selected on the Internet by the students divided into small mixed-ability groups. • Students should <i>google</i> different key words or sentences to find information useful to work out their task. Some Websites are suggested by the teacher. They represent only a starting point. Students can use other sites to carry out their research. <i>see: WebLink: Handout-Lessons 4 and 5</i> 	<ul style="list-style-type: none"> • Students have to: <ul style="list-style-type: none"> -critically <i>search</i>, select, read documents, -<i>watch</i> and/or <i>listen</i> to videos, in order <i>collect</i> information and infer/conclude; -they also have to <i>organize</i> the results and <i>explain</i> them (each student is invited to give its own contribute to the group in order to perform the assigned task). • The rest of the class has to <i>guess</i> the type of economic system which is associated to the State each students group will represent in its final report / presentation. The answers have to be orally motivated.
L	S	R	W								

Activity	Timing	Learning Outcomes	Language	Interaction	Materials*	Assessment
Verification Individual test	About 50-60 mins	<p>KNOWLEDGE <i>Recall, or recognition of economic terms and concepts.</i></p> <p>COMPREHENSION, APPLICATION and ANALYSIS <i>Apply general principles of economic theory, interpret, extrapolate from the theory (studied during the lessons of this module) in order to recognize specific economical situations (eg. those described in the short sentences written in the test). → scaffolding language and learning process.</i></p> <p>SYNTESIS and EVALUATION <i>Explain and justify the reasons why Italy chose a mixed economic system.</i></p>	<p>Skills</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 2px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">R</div> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">W</div> </div> <p>Key vocabulary: Traditional, Command Mixed and Market economy.</p> <p>Communicative structures: (written work) in the test the teacher will ask questions such as: - “Read carefully these short sentences and then say what type of economic system they can refer to.” “Motivate your answer.” - “Complete the sentences below with the missing words.” - “Explain and motivate the political-economic choices of Italy.”</p>	o Individual work	<p>The test can be carried out:</p> <ul style="list-style-type: none"> - on a handwritten document (traditionally on a paper sheet) or - on an IT document (written file) - more suitable for BES students. <p><i>Handout</i> <i>-Lesson 6</i></p>	<p>The final written test about the module will consist of three types of questions:</p> <ul style="list-style-type: none"> • true-false questions (or multiple choice questions) • matching words or sentences • phrases to be completed (gaps to be filled with missing words). <p>For any BES students, the words to be inserted will be suggested by the teacher: the student will have to identify / choose them from a group of words in a box).</p> <p><u>In addition:</u> Starting from the fact that Italy is based on a <i>mixed</i> economic system, students are invited to explain (in a short written text) why our Constituents considered that system as more desirable both than the market system and the planned economic system (Article 41 of the Italian Constitution). Students will have to highlight under what conditions this choice is to be considered really the best one (by reasoning it). In order to answer this question, students have to take into account the knowledge acquired both in this module and in the previous one dedicated to the critical analysis of some articles of the Italian Constitution.</p>

*The aforementioned lessons are accompanied by study material (handout) specially prepared by the teacher.